



STAR Program

Administrator Checklist

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Administrator Checklist

		Date:	Date:	Date:
		Observed	Observed	Observed
1	Student Engaged Learning a. Classroom schedule posted b. Adult schedules posted c. Instructors are actively teaching throughout the day d. Instructors consistently focus on students completing tasks independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Classroom Environment and Supports a. Visually organized classroom environment b. Individual student schedules posted c. Visual supports readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Discrete Trial Training Implemented with Fidelity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Pivotal Response Training Implemented with Fidelity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Functional Routines Implemented with Fidelity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	STAR Program Implemented with Fidelity a. Complete Student Learning Profile (SLP) for each student b. Lesson plans followed with fidelity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Positive Behavior Management Strategies Instructors manage behaviors and teach new skills through positive behavior supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Data-Driven Instructional Decision Making and Progress Reporting Data is collected and used for instructional decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Engaged Learning

All students should be engaged in meaningful educational activities throughout the school day. Engaged learning time should include a combination of one-on-one and group instruction. Students with high needs should receive at least one hour of one-to-one Discrete Trial (DT)/Pivotal Response Training (PRT) instruction in short sessions, intermixed with daily routines that include small group instruction. For explanations of DT and PRT, refer to definitions throughout this document.

Classroom schedule:

- Posted in accessible location
- Includes instructional sessions (DT, PRT, independent work)
- Contains classroom routines (circle, snack, arrival, etc.)
- Alternates between other daily routines (bathroom, hand-washing, etc.)

Adult schedules:

- Posted in accessible location
- Reflect clearly-defined roles
- Indicate predetermined decisions about roles

Classroom instructors:

- Are actively teaching throughout the day
- Teach during predetermined, delineated teaching blocks
- Consistently focus on students completing tasks independently during instruction

Elementary Expanded (3 staff, 10 students)

Time	Activity/Goal	Details	Staff	
7:45 am - 8:00 am	ARRIVAL	Collect data one time a week. Use mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers. Click on "view" for additional arrival routine supports.	Staff 1 Example: Greet students at the door and prompt, as needed.	Staff 2 Example: Get students 1-5 off bus. Bring tangible reinforcers, say "walk with me," and follow STAR Arrival Routine.
8:00 am - 8:15 am	CIRCLE - MORNING	Use Circle mini-schedule, song choice wheel, and additional visual supports. Create generalization chart. Click on "view" for additional circle routine supports.	Staff 1 Example: Lead circle.	Staff 2 Example: Sit behind Students 1-2. Model actions and say "do this." Reinforce attending commands (hands down, sit down, stand up, look at me) with tangible reinforcers.
8:15 am - 8:30 am	SNACK	Students divided into two small groups. Snack tubs prepared for each group (including snacks, placemats, wipes, and visual supports). Create generalization chart. Click on "view" for additional snack routine supports.	Staff 1 Example: Lead snack (Yellow table).	Staff 2 Example: Lead snack (Green table).
8:30 am - 9:50 am	ROTATIONS	Students rotate every 20 minutes using visual schedules to transition. Option 1: One DT station, one PRT station, and one small group station. Option 2: Add an Independent Work Station or computer station for those who are independent.		



Classroom Environment and Supports

Many students with ASD have difficulty understanding their daily schedules and adult directions. Visual and environmental supports help students understand what is expected of them and the requests from adults in their environment.

Classroom environment:

- Visually organized
- Provides structure with well-defined boundaries for specific activities
- Contains specified areas for one-to-one work (DT/PRT), independent work, group activities, circle time, and play
- Includes a transition area for students to check their schedules

Individual students:

- Have access to their posted schedules
- Use their schedules between each activity
- Receive prompts as needed

Visual supports are readily available to students and inform them about:

- The sequence of each activity
- When the activity will end
- Expectations during the activity
- Positive reinforcement earned when the activity is completed



Discrete Trial Training (DT)

Skills are taught in a logical sequence, building on established skills. Each session consists of a series of "trials" using a four-step sequence: instructional cue; child response; consequence; and a pause.

- Specific DT lessons identified on Student Learning Profile (SLP)
- Prerequisite lessons mastered
- Data reflects DT procedures (error correction, correct response, intro procedures)
- No more than three errors in a row without an instructional change

- Token board and reinforcers available
- DT session should end on a positive note (correct responding by student)

- Data taken after each trial (documentation of consecutive dates on data sheets)
- Daily DT sessions scheduled

Discrete Trial Training
Daily Data

Student name: Jason Level: 1 Lesson: 11 Receptive Labels of Functional Objects

+ = Correct Response
0 = Incorrect response or no response, corrected with a prompt
- = Incorrect response or no response; not correct, even with a prompt

Date	Steps or Items	Responses										Comments
5/14/15	Ball	+	+	+								1st item (criteria met)
	Ball w/D	+	0	+	+							1st item w/D (continue on this step)
5/15/15	Ball w/D	+	0	+	+	+						1st item w/D (criteria met)
	Cup	+	+	+								2nd item (criteria met)
5/18/15	Cup	+	+	+								2nd item (repeat last step-weekend)
	Cup w/D	+	0	+	0	0	0					2nd item w/D (3 errors in a row)
	Cup w/D	+	+	+								2nd item w/D (RLT-touch prompt)
	Cup w/D	+	0	+	+	+						2nd item w/D (no prompt; criteria met)
	Ball	+	0	+	+	+						
	Cup R1	0	0	+	+	+						
5/19/15	Ball R2	+	+	+								3/3 correct on first and second item for 2 days (criteria met)
	Cup	0	+	+	+							
	Car	+	+	+								3rd item (criteria met)
5/20/15	Car	+	+	+								3rd item (repeat last step-new day)
	Car w/D	+	0	+	+	+						3rd item w/D (criteria met)
	Car R1	+	0	+	+	+						3/3 correct on the newest item (car)
	Ball/Cup	+	+	+	+	+						and
5/21/15	Car R2	+	+	+								3/3 correct on the previous set (ball and cup) for 2 days (criteria met)
	Ball/Cup	+	+	+								



Pivotal Response Training (PRT)

A naturalistic intervention that teaches communication and social skills, specifically addressing motivation for students with ASD. Students "get what they want" through communication and/or the use of appropriate play skills.

- Specific PRT lessons identified on Student Learning Profile (SLP)
- Prerequisite lessons mastered
- Data reflects PRT procedures
- Instruction is focused on language, play, and social skills

- Instructors control "toy clutter," using only each student's chosen toy/item
- PRT targets posted on white board or chart paper, reminding instructors of individual target skills for students

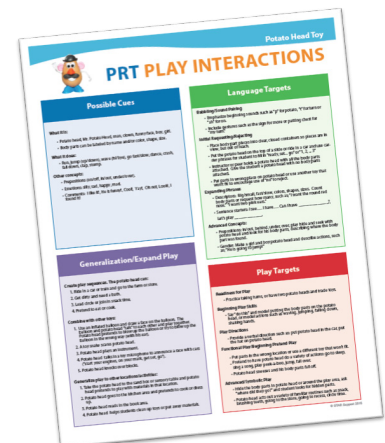
- PRT data taken weekly (documentation of consecutive weeks on data sheets)
- Daily PRT lessons scheduled

PRT Lesson Focus and Weekly Data Probe, Level I																						
Student name: <u>J. V.</u>					Start time: <u>1:50</u> End time: <u>2:00</u>																	
Date of plan: <u>5-16</u>					Recorded by: _____																	
Date data collected: <u>5-22</u>					Interobserver Reliability: <u>(Y) N</u>																	
Curriculum Area	Level Lesson	✓	Lesson Focus		Weekly Probe										Best Response							
			A	M	Probe Data																	
					Record the first 10 responses for each target skill										Summary		Record verbatim best response (No response = NA)					
															O FP PP + Tot × 100							
Expressive Language	1. Readiness Skills			Attending (responds to requests; e.g., "Hands down")																		
				Bubbling (increases frequency and variety of sounds)																		
				Sound Patterning (vocalizes in response to teacher's verbal cue)																		
	2. Initial Requesting	✓		Initial Verbal Imitation (imitates all or part of verbal cue)	+	0	+	0	0	0	0	0	+	0	7		3	10	30%			
		✓		Spontaneous Words (without verbal cue)	+	+	+	+	+	+	+				0		7	7	100%	Help + Ball		
	3. Phrases for Requests			Student produces common phrases: "Want x"	PP										0	0	1	0	1	0%		
				"I want x"																		
				"More x"																		
				"No x"																		
																	Attending and Expressive Language (+ / Tot) × 100					
Play & Social Interaction	1. Readiness for Play			Sharing (inquires toy/item)													10	18	56%			
		✓		Turn Taking (responds to "my turn")	+										0	0	0	1	1	100%		
	2. Initial Play Skills	✓		Initial Imitated Actions (imitates actions with "Do this" cue)	+	0	+	FP	+						1	1	0	3	5	60%	Waved for Hi	
		✓		Initial Play Commands (follows one step commands)	+	+	PP								0	0	1	2	3	67%	Followed 1-step	
																	Play & Social Interaction (+ / Tot) × 100					
																6		9		67%		

Key:
 A - Acquisition: Choose at least one target skill from each curriculum area.
 M - Maintenance: Practice these target skills 50% of the time.
 O - Opportunity given but incorrect or no response within 5 seconds.
 FP - Full prompt preceded correct response (i.e., good attempt).
 PP - Partial prompt preceded correct response (i.e., good attempt).
 + - Opportunity given and the correct response occurred (i.e., good attempt).
 Tot - Total number of all responses, (O, FP, PP, and +).
 % = (+ / Tot) × 100 - Percentage of correct responses.
 Note: See lessons for specific definitions and examples of "correct" and "incorrect" responses.

Notes: *Student needs to learn to imitate additional nouns.*
Continue to work on "track", "go" and other words for requests during play.

PRT Lesson Focus and Weekly Data Probe, Level I



Functional Routines (FR)

Functional routines are predictable events that involve a chain of behaviors. Routines are associated with a functional outcome. Examples of routines include: using the restroom, arriving at school, and eating a snack.

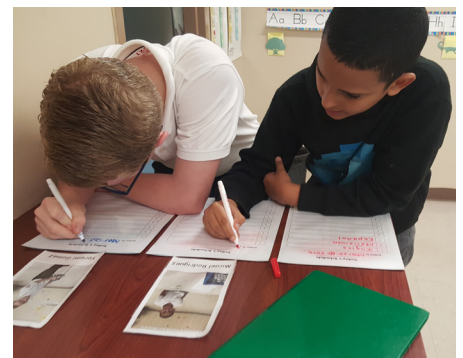
- Specific routine lessons identified on Student Learning Profile (SLP)
- Prerequisite lessons mastered
- Data reflects routine procedures (independence measurement scale)
- Instruction is focused on independence
- Instructors review routine data to make decisions about environmental supports and prompting strategies
- Routine lessons are posted on clipboards and easily accessible to instructors
- Visual supports provided to students during challenging routines
- Routine data is taken weekly (documentation of consecutive weeks on data sheets)
- Age-appropriate functional routines occur throughout the day

FR, Lesson 1: Arrival

Student: Daniel Date started: _____

Settings: Bus Date mastered: _____

		Date										Date									
		6/12																			
		Scores										Scores									
Cue	Response	4										4									
1. Vehicle arrives. Adult meets student and says, "Home."	Student looks at adult.	4										4									
2. Adult says, "Hi," and waves at students	Student looks at adult and communicates "Hi" by (<u>waving</u>).	3										4									
3. Adult waves hand to student. (2nd Adult)	Student waves hand.	2										4									
4. Adult says, "Walk with me." (Collect data on 3 trials)	Student walks within 2 feet of adult, without holding hands, for (<u>10</u>) feet.	1										4									
5. At classroom door, adult moves behind student.	Student opens classroom door and enters.	0										4									
6. Cubbyhole, basket, or locker is marked with student's name and picture.	Student goes to cubbyhole, basket, or locker.	2										4									
7. Student locates hook or other designated place to put away backpack and coat.	Student takes off backpack and coat and puts those items in the correct place.	4										4									
8. After student puts belongings away, he or she sees consistent location for Daily Activity Schedule.	Student goes to Daily Activity Schedule and begins transition routine.	4										4									
Summary Scores	Number of Steps Scored	10																			
% of Independence	Number of 4s	5																			
	Number of 4s/Number of Steps Scored x 100	50%																			
Average Independence	Sum of Steps Scored	28																			
	Sum of Steps Scored / Number of Steps Scored	28																			



STAR Program Implemented with Fidelity

Ensuring fidelity of implementation maximizes the development of critical skills needed for success in general education settings. Fidelity of instructional practices improves student outcomes and increases instructor confidence with program implementation.

Completed Student Learning Profile (SLP) for each student:

- Lessons to teach should be circled (3-6 DT lessons, 1 PRT, 1-3 routines)
- Individual Student Learning Profile (SLP) should be organized or placed in a notebook/bin
- Lessons circled on Student Learning Profile (SLP) match lessons in bin, notebook, or clipboard

Instructors follow procedures outlined in STAR Manual:

- Adherence to DT, PRT, and routine instructional procedures
- Consistent data collection
- Collaboration with team members to ensure instructional consistency

Instruction focused on success in general education settings, reinforcing:

- Academic readiness
- Communication
- Play and social skills
- Daily living and school routines

STAR Program Guide					★ Level I				
Receptive Language (DT)	Sequence	Expressive Language (PRT)	Sequence	Functional Routines (FR)	Sequence	Preacademic (DT)	Sequence	Play and Social Interaction (PRT/FR)	Sequence
Lesson		Lesson		Lesson		Lesson		Lesson	
1. Come Here	1	X Readiness Skills:		1. Arrival	1	1. Use of Token Board	1*	1. Readiness for Play (PRT)	
2. Attending	1*	Attending	1	2. Departure	1	2. Matching Colors	1	Sharing	1
3. Receptive Actions on a Walk	1	Babbling		3. Transition Between Activities	1	3. Matching Shapes	1	Turn Taking	2
4. Social Communication	1*	Sound Pairing	2	4. Hand Washing	1	4. Coloring/Scribbling	1	2. Initial Play Skills (PRT)	
X Nonverbal Imitation: Gross Motor	1	2. Initial Requesting:		5. Snack	1			Initial Imitated Actions	3
X Nonverbal Imitation: Object	1	Initial Verbal Imitation	3	6. Restroom Use	1			Initial Play Commands	4
X Matching: Object to Object	1**	Spontaneous Words	4	7. Going on a Walk	1			3. Independent Play (FR)	3
X Matching: Picture to Picture	2	3. Phrases for Requests:		8. Circle	1			4. Play with Adult (FR)	4
X Matching: Object to Picture	3	Requests using "Want x"	5	9. Centers/Choice	2				
X Matching: Object to Picture and "Give Me X"	4	Requests using "I want x."	6	10. Learning to Work with Teacher	1				
X Labels of Objects	5	"More x"	6	11. Work with Teacher	2				
X Labels of Pictures	6	"No x" for rejecting	6	12. Simple Art Activity	2				
12. Identification of Body Parts	5			13. Independent Work	2				
14. Actions: One-Step	5								

Instructional Strategies: DT = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines
 *These lessons should be conducted simultaneously with other lessons and are not meant to be stand-alone lessons.
 **This lesson is the only prerequisite lesson to be completed prior to Lesson 8. Receptive Language Lessons 1-6 are not prerequisite lessons for Lessons 8-14.

Module 1: Serving Students in General Education Settings



Routine Essentials: Snack			
Student	Language Skill	Academic Skill	Social Skill
Donovan	Label foods and peers	Count objects	Answer social questions
Allison	"I want X" with device	10 colors and shapes	"Hands down" - Turn taking
Evan	Imitate 1 word	10 name	Respond to name
Eliza	Sound pair	Follow attending commands	Make choice with visuals

Positive Behavior Management Strategies

Students with ASD learn by “getting it right”: positive feedback from adults should be provided throughout the day. Effective reinforcement strategies are essential for student learning.

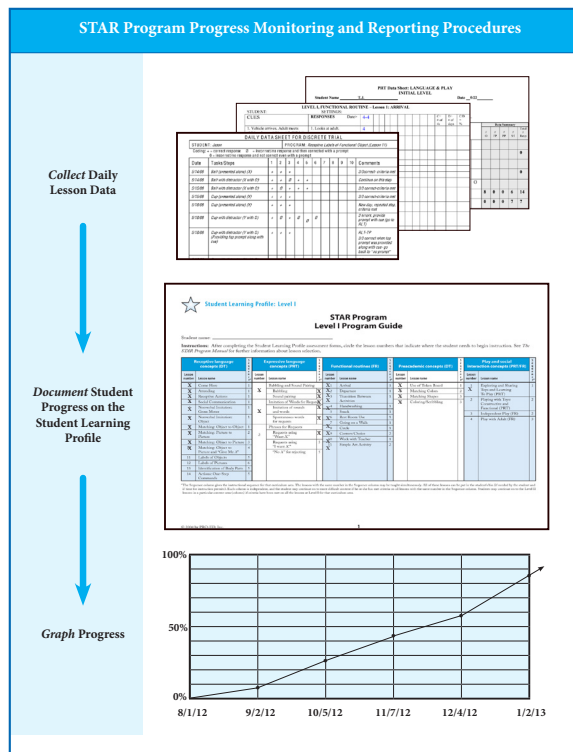
- Instructors provide clear verbal requests for desired behaviors
- Instructors limit verbal prompts (use visuals as needed)
- Environment is arranged to provide students with information regarding adult expectations (clear visual boundaries, reduced clutter, accessible student schedules, etc.)
- Token boards and/or highly preferred items are used in DT and throughout school (small group, independent work, therapies, pull-outs, etc.)
- Instructors use consistent language and directions that students have learned in DT/PRT lessons (i.e. “walk with me,” “come here,” “stop,” “wait,” etc.)
- Instructors focus on teaching students appropriate behavior and ignore undesirable behaviors (when appropriate)
- Positive reinforcement is used to increase appropriate behaviors throughout the instructional day
- Communication systems are used for students who have limited verbal skills



Data-Driven Instructional Decision Making and Progress Reporting

The STAR Program has extensive data collection systems to guide instructional decision making and track student progress.

- Daily and weekly data forms are completed
- Data is summarized and recorded on the DT and PRT summary forms
- Student Learning Profile (SLP) is updated monthly
- Data is used for instructional decision making
- Instructors organize and report data to parents effectively
- Data is transferred to new instructional settings when students move classrooms or grades



Curriculum Area	Baseline Data Date:	Probe 1 Data Date:	Probe 2 Data Date:	Probe 3 Data Date:
Receptive Language	/218= %	/218= %	/218= %	/218= %
Expressive Language	/180= %	/180= %	/180= %	/180= %
Functional Routines	/160= %	/160= %	/160= %	/160= %
Spontaneous Language	/40= %	/40= %	/40= %	/40= %
Pre-Academic Skills	/115= %	/115= %	/115= %	/115= %
Play and Social Skills	/52= %	/52= %	/52= %	/52= %
Total Score	/765= %	/765= %	/765= %	/765= %

Total Scores Possible: Receptive Language= 218; Expressive Language= 180; Functional Routines= 160; Spontaneous Language=40; Pre-Academic Skills= 115 and Play & Social Skills= 52

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